DOCUMENT RESUME

ED 281 358 FL 016 557

AUTHOR Manning, Jeanne L.
TITLE Video/Computer, the Students' Partner for Listening Skills.
PUB DATE Mar 86
NOTE 18p.; Paper presented at the Annual Spring Conference of the Colorado Congress of Foreign Language Teachers (Colorado Springs, CO, March 6-8, 1986).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Auditory Training; *Aural Learning; Classroom Techniques; *Computer Assisted Instruction; French; Instructional Materials; Language Processing; Listening Comprehension; *Listening Skills; Media Adaptation; *Nonverbal Communication; Paralinguistics; Second Language Instruction; Skill Development; *Videotape Recordings; *Visual Stimuli

ABSTRACT

Notes for a conference presentation outline and illustrate an experimental technique to develop foreign language listening skills using video and computer. Materials are drawn from a pilot project entitled "Allo Allo," designed to teach students how to listen in French. The approach expands the definition of listening to include both aural and visual, or nonverbal, stimuli and combines computer exercises with video scenes. Through the video, students are exposed to authentic, concrete examples of speech ranging from grammar rules to real dialogue and including hesitations, repetitions, standard and regional accents, and a full range of nonverbal cues. The interactive computer exercises test and stimulate listening, observing and remembering, and reacting and giving meaning to what the students hear and see. The approach is being piloted at the secondary and postsecondary levels for different types of listening and levels of comprehension. Preliminary pilot results suggest that the technique is successful in integrating aural and visual aspects of comprehension and also develops student confidence in listening skills. The content and exercises can be varied for different instructional purposes. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED281358

Video/Computer, the Students' Partner for Listening Skills

Jeanne L. Manning

Paper presented at the Annual Spring Conference of the Colorado Congress of Foreign Language Teachers (Colorado Springs, CO, March 6-8, 1986)

BEST COPY AVAILABLE

FL016557

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Manning

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Outline for talk for Northeast Conference, April 19, Washington, D. C.

Jeanne L. Manning
Department of French
Loretto Heights College, Denver, Colorado

You are all familiar with Garfield. There is a Garfield cartoon in which Garfield is in an easy chair in front of the TV: John comes in and asks, "What are you watching Garfield?" "I don't know"

"Who's the lead character?" "I don't know"

"What's the plot?"

"Hey! I'm watching television. Stop making me think, Okay?"

Our students are like Garfield. They are true children of the electronics age. Most students are geared for a 7 to 10 minute program format, followed by a commercial. They are channel switchers if the program is not entertaining.

To the question, "Do you do anything else while you are watching TV?" 70% of college students in two different groups responded "YES" and 75% of faculty and staff responded "YES".

To the question, "Do you watch TV for information or entertainment?", 62% of students and 67% of faculty/staff said "BOTH". BUT, 38% of the student group said they only watch for entertainment. They averaged 1 hour 55 min. per day (3 who didn't have television at home). Faculty and staff, they averaged 1 hour 40 min. per day.

All of this, at a time when we must be increasingly prepared to receive important information (as well as entertainment, movies, theatre) through television, video and radio rather than through printed media.

Listening to the message, processing and understanding that message and responding to it is a skill students need in every aspect of their life, in an academic setting, in a work situation, in recreation and in a global context where listening and comprehending are a necessary part of communication.

What I want to do this afternoon is the following:

1. Share the developmental materials from a pilot video/computer project, ALLO, ALLO, which I have found will help students to "learn how to listen" and to improve their listening skills. I want to take you through an orientation or development of awareness of how to listen
2. then I will give you a more advanced listening task on video
3. some results, including carry-over skills we have observed with the pilot project

BEST COPY AVAILABLE

4. finally, if there is time, I'll show you some other videos and ways to use them for listening skills HANDOUTS

Definition: LISTENING, Wolvin and Coakley, "the process of receiving, attending to, and assigning meaning to aural stimuli".

I feel very strongly that the definition must be expanded to include more than aural stimuli, it must include extralinguistic clues, context, gestures, facial expressions. Comprehension does not come solely from sounds and the meanings we assign to those sounds. There is some good research that backs this up.

1. Mehrabian in his research pointed out that only 7% of the comprehension in a conversation comes from dictionary meaning. 38% comes from the way words are pronounced (paralanguage) and 55% from facial expressions.

2. A 12 year experiment by Bufe at Saar University, teaching French, has found that video offers the total situation, the image enhances the spoken word and supports comprehension. "Learning to listen" is necessary before oral expression is begun and was the principal objective for the first two years of language instruction.

Research by BELC (Bureau pour l'Enseignement de la Langue et de la Civilisation Francaises a l'Etranger) shows that there is "solidarity and interaction between gestures and verbal expression".

3. Call your attention to some fascinating research that that shows visual learning (video or television) cultivates different cognitive skills, allowing students to process meanings through what Gavriel Salomon calls "third order interaction" and Jim Cromer and Nancy Thompson call "creative imagery". This allows students to "take in" information and represent it in different ways. It gives them additional cognitive practice.

4. We must also remember that the non-verbal language, these visual context clues are processed in the right brain hemisphere. Some researchers, Krashen, points to evidence that in the early stages, second language learning takes place in the right brain hemisphere.

We need a more realistic definition of listening which approximates the way we REALLY receive and assign meaning so we need to expand our definition of listening to include aural and visual (or non-verbal) stimuli. By accepting this more expanded definition, we allow the processing of meaning to take place in both the right and left brain hemispheres and we take advantage of more than a single cognitive process in assigning meaning.

After a year and a half, I am convinced that video/computer works as a teaching and learning tool. I am using a pilot project, ALLO, ALLO, for teaching language skills including listening skills because the video provides the learner with a total situation, a real-life environment

in which sound and image are seen and heard in a social and cultural context. Students are exposed to authentic, concrete examples of speech which go from grammar rules to a real dialogue, including hesitations, repetitions, standard and regional accents and a full range of non-verbal clues, context, gestures, facial expressions, other body language (proxemics), tone of voice, even dress.

For their listening comprehension, students are listening to what native speakers listen to.

You can listen as many times as you want to.

The computer exercises guide the student, at their own pace, to increased comprehension (listening, observing and remembering, giving meaning to and reacting to what they hear and see). The computer questions are multiple choice and fill-in-the blank. More open ended questions are used in the class.

The computer is patient, students get immediate feedback and reinforcement. And as one student said, "you have to give some answer, it won't let you off the hook".

The video/computer is used in class, but primarily it is used in a lab situation allowing students to work at their own pace. It helps them understand the "learning style" necessary for language study, which is not cramming just before a test, but frequent, short periods of study are important for success in language learning. My students use the video/computer for about 1 1/4 hours per week in the lab.

Students say the Video/Computer is like having a "study partner".

Each video/computer scene is used in a variety of ways, at various levels (the pilot project is being tested in junior and senior highs, as well as college), for different types of listening and different levels of listening comprehension.

I'm guided by ACTFL guidelines. You can vary the questions: content questions, gisting, logical inferences, logical rejoinders and I also use it for improving grammar and spelling, learning vocabulary and phrases, becoming aware of culture.

Let me take you through the steps which I use when introducing the use of video/computer.

I. Orientation process/development of awareness for listening, to help them realize that listening is not a passive skill.

Listening is a communication skill,
Listening is a way to acquire language
Listening is closely related to speaking
Orientation begins in class:

1. Soap opera Video
1. Where does the scene take place? Olga Swenson's office.
Students: 87% Faculty 92%
2. What is the name of the woman who arrives? Erica Kane
Students: 78% Faculty 58%
3. What is the name of the woman with the dark hair? Erica Kane
Students 78% Faculty 42%
4. One woman thinks she is a "has been". She wants a job selling a product. Name the product. Spring Song Shampoo
Students 61% Faculty 42% (people said shampoo, but no one got the name of the product)
5. What is the name of the man who telephones? Chester
Students 22% Faculty 50%
Student comments: "I didn't listen, I didn't think it was important".

2. Context: we talk about how you acquire language and the difference between acquisition of language and learning language. We talk about what kind of vocabulary can be expected in a specific situation.

(Note: Foreign Language Questionnaire Generator, 3 series on diskette, 30 questions each. Multiple choice, 5 choices, or fill-in-the-blank. Questions can have 12 lines, each choice and each response, 6 lines.)

3. Cognates: explanation of what this means with examples like orange, chic, ballet, l'hotel, theatre.
Listen and write down cognates you hear.

4. Key Words: emphasis on key words because of all the linguistic difficulties of liaison, ellipsis. I give them the example from TV of "I'm gonna getcha with a Kodak disk".

5. Awareness: Be conscious of all aspects of conversation on the videos, verbal as well as non-verbal.
"I never realized how much I was missing"

6. Be conscious in conversation during week of all verbal and non-verbal clues which are part of the process of

comprehension. Keep a journal. Discuss what they discover about the listening process in class.

7. There has to be a continued relationship between the lab experience and the class experience to reinforce the listening skills. Video/computer is not an isolated teaching tool. Nor is it an isolated learning tool.

a. In class, teacher makes sure that the context is clear, to use cognates, key words.

b.My assistant and I will reinforce the process by putting on an action dialogue using some same vocabulary and some new vocabulary, followed by comprehension questions and discussion.

c. Continue to use videos in class from time to time, just to make sure that students are still aware of the listening process, to test listening skills and to allow for open ended questions.

Videos they have seen before, but which are being used in a different way, to test different levels of listening or different aspects of listening (if computer asked for gisting, I might change and ask for logical completions, inferences, problem solving).

Videos they have never seen before

Excerpts from Radio Canada (which I used for pre-testing and post-testing) or a French film

Recreate the video in a role-play situation in class to go from listening skill to speaking skill.

d. Computer questions sometimes ask for further discussion in class or asks them to find additional information. Then this is part of class discussion. Example: Charcuterie, asks for a discussion or debate on vacations in France vs. vacations in the U. S.

e. All of the questions for a single video can be varied: content questions, logical rejoinders, logical complete (CLOZE), inference and problem solving, gisting, listening for different accents, have students write the questions, geography and culture.

8. For each video assigned for lab use, there are clear instructions for the purpose of the video, what to look for, what to listen for. To make sure they read the instructions before beginning, usually there is a questions which refers to the instructions. "You are going to the market in Bourges, a town of 80,000 people". First computer question, "What is the population of Bourges?"

Examples of sample questions are found on the hand-out.

II. Advanced Listening Task: Conversations (see hand-out sheet)

Instructions tell you: Isabelle and Patrice are two French university students at a sidewalk cafe. You have to deal with a real-life situation, street noise (inhibiting factors). There are two conversations, the first one is for American students. They say they are speaking slowly and use a lot of cognates. They felt it was unnatural and not the way they speak, so they had a second conversation which they said is more typical of their speech. See if you can hear the differences between the two conversations. Listen for key words and get the gist of their conversations by making some inferences based on cognates and key words.

I did both of these first in class to get some feel for their process of listening comprehension, and then wrote the computer questions with the computer playing "teacher".

1. First semester college French class:

First time, they heard: American states, Floride, Colorado, Californie, Nevada, Washington, Oregon, Wyoming and Grand Canyon.

Second time: les vacances, les Etats-Unis.

What is the general idea? vacation

Go back and listen for details

2. First semester college and third semester college French classes, this is a problem solving video:

First time: they heard: flic, kilometre, 80, 90, 300

Second time: accident, stop,

What can you pick up from Isabelle's gestures? "J'ai eu peur"

What is the general idea? something to do with police and kilometres?

What could that be? Speeding. What happens when you speed? In this example, students rely on personal knowledge and experience.

Now go back and listen for details.

III. I am convinced it is helpful for listening skills and has carry over skills.

Some preliminary results of pilot project:

Note: my teaching assistant, a native French speaker with a PhD in psychology. When we were working with 2 sections of beginning French and we tested listening comprehension at the end of the year, in two ways: TV commercials from Radio Canada and a series of simulations/role play in class for various functions and/or situations (observed and noted by Dr. Tachet). I should also point out that, in general, native speakers are more interested in how you communicate and not the correctness of grammar, whether you can get your idea across, even when vocabulary and grammatical forms fail you.

Group I, started learning French with Video/Computer had 15 weeks of French.

Group II, began their study of French in the traditional way, had 30 weeks of French, late in the semester they had some exposure to video/computer

Listening comprehension (average):

Group I - 59% (15 weeks of French)
Group II - 62% (30 weeks of French)

Observations by Dr. Tachet:

Group I - confidence, they knew how to go about their task, in the listening comprehension, they knew how to take advantage of verbal clues, visual clues (signs, facial expressions, gestures), given a communications task, they used verbal expressions, lots of gestures, could think of alternative ways of expressing themselves, were less inhibited in communicating, had retained more French idiomatic expressions and gestures, better intonation. Ingeneral, they exhibited more ability to communicate in a meaningfull way in the language (when judged by a native speaker).

Group II - less confident, in the listening comprehension, relied on verbal clues (intent on getting every word) and tended to get lost in the meaning for comprehension, given a communcations task, they found it more difficult when verbal language failed or vocabulary was missing, had more trouble thinking of alternative ways of expressing themselves, their communication in the language (intonation, pronunciation, gestures) was less authentic (when judged by a native speaker)

Some of the observations this year by a teacher who is testing the ALLO, ALLO pilot project in two junior highs are similar to ours. Final "preliminary" results will be ready by the end of May.

IV: Remaining time:

Au Restaurant - mimed response on video and logical rejoinders. (See hand-out sheet, p. 6)

A la Charcuterie. (See hand-out sheet, pp. 6-7)

Electronic media. Radio Canada (See hand-out sheet, p. 7)

Jeanne L. Manning
Department of French
Loretto Heights College
Denver, Colorado

Northeast Conference on
the Teaching of Foreign
Languages, 1986

VIDEO/COMPUTER, THE STUDENTS' PARTNER FOR LISTENING SKILLS

Sample Questions for a Soap Opera:

1. Where does the scene take place?

2. What is the name of the woman who arrives?

3. What is the name of the woman with the dark hair?

4. One woman thinks she is a "has been". She wants a job selling a product. Name the product.

5. What is the name of the man who telephones?

Sample Questions for Context (Foreign Language Questionnaire Generator, multiple choice.)

1. Context 9. What seems to be wrong with one of the women?
    1. She needs a shampoo
    2. She has a headache
    3. Her eyes hurt

Responses:
    1. If she needed a shampoo, is the reaction of the other woman a logical reaction? Watch the video again and observe the facial expressions and the gestures.
    2. Excellent. You see how the context can help you understand what is happening.
    3. Possibly, but observe her gestures carefully.

Context 9. Questions for class and also on computer for correlation of listening and reading.

1. If you have a headache, what expression do you hear?
    1. Pas mal
    2. J'ai mal a la tete
    3. J'ai mal a l'estomac

Responses:
    1. Pas mal means "not bad"
    2. Bravo.
    3. This means "I have a stomach ache", do you hear a similarity between "estomac" and "stomach". Could you have

figured it out from the sound of the words? Is there a similarity between the spellings that would give you a clue?

Sample questions for Cognates (Foreign Language Questionnaire Generator, multiple choice)

Cognates 2.
1. What context clues were there to tell you the scene takes place in a restaurant?
    1. A menu
    2. A table set for dinner
    3. Two people eating.

Responses:
    1. If you chose menu, then you are observant because you saw the picture of the chef on the cover of the menu.
    2. Look at the video again. Knowing the context helps you listen for a certain kind of vocabulary.
    3. There were two people in the scene. Did you see them eating? Knowing the context helps you listen for a certain kind of vocabulary.

2. Questions for class and also on the computer:
What were they eating or drinking?
    1. un cafe
    2. une quiche
    3. un petit four

Responses:
    1. You heard the word "un cafe", but was that what they described? Try watching the video again and listen for another cognate.
    2. Excellent. We have borrowed this word from the French. In class, discuss other food vocabulary we have borrowed from the French and find out what food vocabulary they have borrowed from Americans.
    3. You did hear the word "petit" but not in reference to something to eat or drink. Try watching the video again and listen for cognates.

3. When we leave a restaurant, we usually ask for the check. What did they ask for in this video scene?
    1. le billet
    2. le cheque
    3. l'addition

Responses:
    1. A tempting choice, but "le billet" means "a ticket", like a train ticket. Listen again.
    2. This is a false friend, not a cognate, because "le cheque" means "a check", like a check to be cashed at the bank. Listen again.
    3. If you chose "l'addition", you understand that sometimes it is necessary to be imaginative in figuring out

cognates. The word means "the addition", that which is added up on the restaurant bill.

4. How many cognates did you hear in this short video scene?
   1. six
   2. Seven
   3. four

Responses:
   1. You are doing very well. There are seven cognates, including a proper name. Listen again for the ones you missed.
   2. Excellent. You heard "quiche, restaurant, terrible, boulevard, Pasteur, cafe, addition"
   3. You are doing well, but there are seven cognates, including a proper name. Listen again for the ones you missed.

Sample questions for Key Words, for use in class and for the computer:

1. In Key Words 2: what is the main idea of the conversation?
   1. Cher
   2. the weather
   3. skiing

Responses:
   1. You heard the word "cher" in the dialogue, but that isn't the main idea. Key words will help you, but also be aware of gestures. Watch and listen again.
   2. They talk about the weather, but why is the weather important? Watching the gestures and listening again will help.
   3. Bravo. You heard the word "ski" used in several ways: "faire du ski, le ski alpin, le ski de fond"

2. Based on Key Words, you have decided that the main idea is "skiing". In the first part of the dialogue, they say, "Il fait froid aujourd'hui. Crois-tu qu'il va neiger?" Can you infer the meaning of "neiger"?
   1. to snow
   2. to put on clothes
   3. to become cold

Responses:
   1. Yes, if they want to ski, snow is necessary.
   2. You did see one person with a sweater on, but listen to the entire dialogue and you can figure out the meaning of "neiger".
   3. Yes, they do say "it is cold today", but listen to the rest of the dialogue and you can figure out the meaning of "neiger".

3. What do you think "le ski alpin" means?
    1. skiing in the Alpes
    2. downhill skiing
    3. slalom course

Responses:
    1. "alpin" refers to high mountains and the Alps, but we need a more general meaning.
    2. Bravo
    3. The French use the same word "slalom".

4. If you know the meaning of "le ski alpin", what is meaning of "le ski de fond". Think logically.
    1. cross-country skiing
    2. skiing with one ski
    3. skiing for beginners

Responses:
    1. Bravo. Newspapers also refer to cross-country skiing as "le ski nordique".
    2. No, this is called "mono" and has become a popular skiing style among children.
    3. No, we would refer to beginners as "les debutants"

Sample Questions for Conversations (Foreign Language Questionnaire Generator, multiple choice):

Conversation 1:
1. En general, de quoi parlent-ils? Vous avez entendu quelques mots clefs.
    1. leur travail en ete
    2. un voyage en Californie
    3. les Etats-Unis
    4. les vacances en France
    5. leurs voyages aux Etats-Unis

Reponses:
    1. Parlent-ils du travail?
    2. La Californie, est-ce que c'est l'idee generale?
    3. Oui, mais pourriez-vous etre plus precis?
    4. Ils parlent des vacances, mais en France?
    5. Felicitations, vous avez compris l'idee principale!

2. Selon Isabelle, quelle est la premiere chose qui frappe les europeens qui visitent les Etats-Unis?
    1. les prix
    2. les monuments
    3. les distances
    4. les hotels
    5. l'accent americain

Reponses:
    1. Dans cette conversation, avez-vous entendu le mot "prix"?
    2. Quel monument a-t-elle cite?

3. Oui, elle parle des distances ou des immensites.
4. Parle-t-elle des hotels?
5. Est-ce qu'elle a trouve notre accent difficile?

3. Patrice compte louer une voiture pour faire un tour
1. du Grand Canyon
2. de la Floride
3. du Minnesota

Reponses:
1. Bravo, tres bien.
2. Vous avez raison. Il visite la Floride, mais compte-t-il louer une voiture en Floride?
3. Vous avez raison qu'il va au Minnesota pour une manifestation de vieilles voitures. Mais ou compte-t-il louer une voiture?

Conversation 2. (used first in class to understand process of listening comprehension and then the questions were put on the computer).

1. Pour decider ce qui s'est arrive a Isabelle, il faut chercher les mots clefs. Quels mots avez-vous entendu?
1. flic, kilometre, quatre-vingts, quatre-vingt-dix
2. j'ai eu peur, medicaments, 300 F
3. un accident, le stop

Reponses:
1. Felicitations! Vous pourrez comprendre l'idee principale de cette conversation.
2. Tres bien, mais vous devez ecouter encore une fois parce qu'il y a d'autres mots importants a la comprehension de cette conversation.
3. Tres bien, mais vous devez ecouter encore une fois parce qu'il y a d'autres mots importants a la comprehension de cette conversation, surtout au debut de la conversation.

2. Si vous etes perdu dans cette conversation, qu'est-ce que vous pouvez dire pour interrompre poliment et indiquer que vous ne comprenez pas?
1. S'il vous plait, parlez plus lentement.
2. S'il vous plait, je ne comprends pas "flic".
3. S'il vous plait, repetez encore une fois.

Reponses:
1. Bien sur, vous pouvez demander que les etudiants parlent plus lentement.
2. Oui, c'est une bonne idee de demander des explications des mots. C'est un moyen d'apprendre.
3. C'est juste si vous etes sur que vous allez comprendre.

3. D'apres ce que vous savez (soyez logique), decidez ce qui s'est arrive a Isabelle. Pourquoi a-t-elle eu peur?
1. Elle a eu malade.

2. Elle n'a pas son permis de conduire.
3. Elle a ete arretee par les flics.
4. Elle a paye une amende de 300 F.

Reponses:

1. Elle a parle des medicaments, mais dan quel contexte?
2. Elle a mentione son permis de conduire, mais dans quel contexte?
3. Bravo, vous avez bien compris.
4. Qui a paye l'amende?

4. Son ami, Patrice a-t-il jamais arrete par la police?
1. Oui, une fois il a loupe le stop.
2. Non, jamais.
3. Oui, une fois il a depasse la limitation de vitesse.

Reponses:

1. Qui a loupe le stop, Isabelle ou Patrice?
2. Il n'a pas eu une infraction?
3. Oui, il dit qu'il a roule a 117 kilometres sur 90.

Questions for Au restaurant (MECC)

1. Bonjour, voila le menu. Que desirez-vous? Vous avez les specialites au choix. Que preferez-vous le menu ou a la carte?

Le menu
A la carte
Je prefere le menu
Je prefere a la carte
Je desire le menu
Je desire a la carte

2. Que voulez-vous comme hors d'oeuvre? Desirez-vous des oeufs durs ou des escargots?

Je veux des oeufs durs
Je veux des escargots
Je desire des oeufs durs
Je desire des escargots
Je voudrais des oeufs durs
Je voudrais des escargots

Sample Questions for A la Charcuterie, (Foreign Language Questionnaire Generator, fill-in-the-blank):

1. Une specialite, c'est le --- --- avec des ---. (put a comma between your answers)

boudin blanc, truffes

Reponses:

First try: C'est une sorte de saucisse.

Second try: La couleur est importante.
Correct: Oui, c'est le boudin blanc avec des truffes. Dans quelle region trouvez-vous les truffes? Cherchez cette information.

2. Il y a une difference entre les petits commerces et la grande surface. Dans une grande surface, on est plus ---.
libre
Reponses:
First try: C'est une question de la qualite de la vie.
Second try: Pensez aux heures qu'il travaille.
Correct: Vous avez raison. Pourquoi plus libre? C'est une question a discuter en classe.

3. Le patron a le droit de prendre les vacances de --- semaines.
cinq
Reponses:
First try: On a plus de vacances que les americains.
Second try: La loi a change depuis les socialistes.
Correct: Oui, on a le droit de cinq semaines. Pensez-vous que les americains doivent avoir le meme droit. Discutez en classe.

Sample Questions for Electronic Media, Radio Canada (used in class for pre-testing and post-testing, with questions and answers in English or French):

1. On what day and at what time do you watch "Univers des Sports"?
2. If you are a football fan, is there a football match on the next "Univers des Sports"?

La Semaine Parlementaire:
1. What is the name of the Prime Minister?
2. What is the name of the opposition member of Parlement?
3. In general, explain the discussion between the two men?
4. On the basis of what you heard, how would you characterize the relationship between the U. S. and Canada?
5. Why are they speaking in both English and French?
6. Try listening again, with your eyes closed. Each time you hear a different accent, say OUI.

Bibliography:

ACTFL Provisional Proficiency Guidelines

Bufe, Wolfgang, "L'Enseignement des Langues a l'Universite a l'Aide de la Television", Francais dans le Monde, 157, 1980

Cromer, Jim and Nancy Thompson, "Multi-Media: The Electronic Sensory Languages: A Return to Lascaux", English Journal, 69, 1980

Krashen, Stephen D., Second Language Acquisition and Second Language Learning, Pergamon Press, 1981

Northeast Conference, Listening, Reading and Writing: Analysis and Application, 1986

Salomen, Gavriel, "The Use of Visual Media in the Service of Enriching Mental Thought", Instructional Science, 9, 1980

Searlman, Ellen, "A Review of Right Hemisphere Linguistic Capabilities", Psychological Bulletin, 35, 1977

Authoring Programs:

MECC, Minnesota Educational Computing Consortium, General Information, Telephone: 612-638-0600

Foreign Language Questionnaire Generator, The Professor, 959 N. W. 53rd Street, Ft. Lauderdale, Fl. 33309-3104, Telephone: 800-222-1399

ALLO, ALLO, Video/Computer Pilot Project,
Jeanne L. Manning, French Department
Loretto Heights College
3001 S. Federal Blvd., Denver, Colo. 80236